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ABSTRACT

Information in this two-part report is provided to help directors of college reading and study skills centers plan for survival in an era of declining enrollment. After introductory material noting the need for such centers as colleges increase student retention efforts, Part I of the report examines six administrative factors that affect a center's survival: (1) center personnel's awareness of the political workings of the college; (2) institutional support of the center's programming in light of changing institutional missions; (3) development of seminars and other programs for group instruction that are more visible than programs geared to the individual student; (4) development of the staff's ability to work together and its familiarity with the mission of the school; (5) development of a service orientation; and (6) publicity of the center's services through direct contact with students and through various advertising media. Part II briefly discusses materials selection in light of diminishing financial resources and urges directors to systematically evaluate materials in terms of student and program needs. The appendix includes a form for evaluating the usefulness of learning materials, a reading and study skills lab evaluation form, and a directory of 58 companies which supply learning lab materials. For each company, this directory summarizes the type of materials provided and their approximate price range. (JP)

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SURVIVAL STRATEGIES FOR SUCCESSFUL LEARNING LAB MANAGEMENT

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Introduction

The Reading and Study Skills Lab; Learning Skills Center; Learning Resources Center; Reading Clinic; Reading Center; Study Center; Learning Assistance Centers; Self-Improvement Center; Center for Learning. The list goes on and on. What is it they are trying to do? How are they doing it? and Why are they doing it? In 1976, the Committee on Learning Skills Centers defined this vast arena as a "special location where students can come -- or be sent -- for special instruction not usually included in the 'regular' college classes." For every title named, you will find a committee or organization attempting to define the structure. I feel that the Committee on Learning Skills Centers has provided a very general but yet functional definition.

The purpose of the presentation today is to provide you with general and specific information. Regardless of the label we place on the facility, the goal is to assist students in becoming better students. The best source of information for those of you who are planning facilities or continuing to develop better facilities is a book by Martha Maxwell, "Improving Student Learning Skills," Jossey-Bass Publishers, 1979. This is a very clear, concise book that will provide you with the needed guidance and support for working with college students.

Why do we feel Reading & Study Skills Centers are important at the college level? Let's look at some basic facts we're all familiar with:

.. more emphasis is placed on retention of students

.. SAT's continue to drop

.. college enrollments are tailing off

.. retention, retention, retention!

What we are doing is not new or novel but it is becoming highly essential.

How about some more facts:

.. study skill books have been published since 1916

.. reading improvement courses have been around since 1930

.. SQ3R developed at Ohio State during WWII to help male students with their military training

.. study skills, reading and developmental education became mandatory courses on college campuses during 1940's

.. 1940's and 50's became known as the machine age. Heavy, awkward machines used to facilitate learning.

.. 1960's open admission standards. More federal money; tutoring; advising; technology

.. 1970's - 57% of all centers established

Here we are on the ground floor of a booming need. We are hoping to share with you our problems, successes, and the reality of working with the college age learner.

Part I

Regardless of the content emphasis of your facility, the ultimate goal for your facility is "survival". Survival in an academic setting, where student enrollment is dropping, becomes a crucial factor. To survive and become a viable extension of the university setting, your facility and staff must be aware of politics. You must be providing viable programming efforts; have adequate professional staffing; become service oriented for the student clientele; and be personally aware, while providing peer awareness, for your entire scope of services. This portion of the program will present these five main topics in relation to survival of your facility. As we all have done in the past and continue to do, we attempt to teach recall in short-term memory by many devices. Therefore, we are going to refer to this portion of the program as S = P2, S2, A.

Let's begin with the area of politics. To be a novice operating in the political arena of reality may mean total disaster for your facility. Politics at a university setting is two-fold. Your in-house, agency, politics affects your day to day efforts, while institutional politics affects the long term of your professional efforts. Your in-house politics will provide you with the needed support both within a budgetary framework and in a philosophical framework. It is difficult many times for in-house politics to be an adequate issue. Martha Maxwell, in her book, states that laboratories for student use have been around for a long time but they have started from being located within educational facilities and swinging more into counseling centers in the past five years.

Let's look at the ramifications of this setting. Granted, learning skills counselors are using many behavioral or educational psyc techniques. It is still difficult many times for counseling and clinical psychologists to understand the role of "a reading specialist or a learning skills specialist." The points of reference are usually very wide on a method but the end result is the same -- to provide functional, viable service for a student. Institutional politics is a more varied, troublesome, hazy area. The mission of your institution probably will be changing in the future. The institution must begin to provide more methods for retaining students, programs for the adult learner and more decisive programming for the non-traditional type student. The institutional politics will definitely affect the mission and philosophy of the university and of your agency. More conservative universities will be attempting to change to a more liberal basis if college populations tend to decline. It is important that you be aware of the university's support of your programming efforts. Your efforts in working in a facility, attempting to assist students, may seem very beneficial, functional and cordial on a day to day basis, but I encourage each of you to sit back and attempt to look at the reality of the issue in relation to your own institution. It is not the purpose of this section for survival of programs to attack nor destroy institutional policies. The purpose is more to have each of you explore your own real world in which you operate on a day to day basis.

Programming within your facility is directly related to politics. What this means is the more you do, the more someone will know what you are doing. The more that they know you are doing, the more interested they

may become in your facility. Let's back up though and look at the two efforts of programming. Programming for survival is necessary and for this presentation, this emphasis will be placed upon in-house programming: the programs that you do within your own agency. Within this programming effort, two broad categories of programs may be found. It is not very difficult to figure those out: individual or group. It is necessary that individualized and group in-house programming be flexible so that students may flow from one to another and that the content be relatively different. Naturally, individualized in-house programming would tend to be more specific, perhaps remedial or developmental in nature. Depending upon the staffing of your facility, individualized and group programs will be focusing upon all areas of reading and study skills. This becomes a drastic and burdening issue. We must degress for a moment back to politics. How many times have you seen substantial success in working with a student where the success may be very minimal on the whole global academic atmosphere. For instance: Individual programming in the area of study skills. You may be working with a student and encouraging the student to become more organized in their approach to studying. Your major breakthrough may be to get the student to organize a day to day program. Politically, this has no bearing on the success or failure of your agency. Professionally, it is pure cerebral foreplay. You know that you have done something but no one else does.

Therefore, my belief is that individual programming is where more substance may be found and more beneficial work being accomplished. Group

programming tends to be that enigma of helping the masses. Attempting to present topics that may be viewed as beneficial to all and at the same time, group programs whether it be classes, seminar, workshops or any type of group is very visible on the political realm of your institution and in your in-house agency. This is your bread and butter of surviving politically with the aid of group programming. Basically, it means the more groups you develop the more you are viewed as fulfilling the university's mission. Granted, you do not derive vast amounts of professional satisfaction as you do in working with individuals but groups do provide needed student information and assistance. Whether it be individuals or groups, referral tends to be sometimes overlooked. By referral, I mean perhaps referring a student from an individualized program to a group program, referring students to career exploration facilities, to specific classes, advisors, seminars or to work with possibly someone with personal or social development.

You may be asking yourself what does all this have to do with working in a center on a day to day basis? This aspect of programming is very essential in that you are trying to meet the needs of your student body. We have been emphasizing and discussing political situations in relation to programming, it must not be overlooked that my prime concern in this presentation is that we are attempting to provide the best service, the best individualized service and group service to students and, in order to do this, we must be aware of the political reality of our agencies and our institutions.

The programming efforts are going to be governed by the size and scope of your professional staff. It is feasible to assume that the more staff you have the more you must do. This sometimes does not work. Sometimes, the more staff you have the more you tend to trip and fall over one another on a day to day basis. And the converse of this is not true that the least amount of staff you have, the more you can do. What you do need is a staff that can work together; that are geared for the missions of the university and professionally competent in their own right. This is an aspect that is sometimes overlooked but if adequate screening is applied at the time of professional vacancies, many of these issues can be located at that time.

Within many facilities, peer leaders or peer counselors are used quite extensively. Student to Student Counseling, by William Brown, initiated the first vast operation of peer counselors. Dr. Brown's programs tend to be very comprehensive and very thorough. If you are considering or are using peer helpers, it is necessary that your training program emphasize your facility, your materials, your programming efforts and your agency and institution philosophy of working with students. It does not work very well to have a standardized commercial textbook for training without your own relevant procedures in relation to your student body.

Service. We have touched upon the idea of service before in its relation to the survival of your facility. We have talked about in-house service or programming. But the nuts and bolts on a day to day basis for in-house service is important. Your in-house programming for

service will usually involve remedial or developmental programs. These will probably be self-paced if you have a laboratory. (The name laboratory connotes self-paced work, not professional interference on a day to day basis.) The self-paced work usually involves audio-visual material which is structured on an individual basis. The professional interference I referred to may be best described as having a laboratory setting with the professional staff tripping over one another again. If your lab is self-paced, professional staff involvement should be kept at a very minimum. For this section of the presentation, we are talking only about a service that your laboratory provides; you may provide referral to your professional staff; you may provide referrals to the programs that operate from your facility and you may also refer the student to their advisors.

Service does not stop with just students who walk in and use the facility. There is outreach service. Outreach service is the aspect of leaving your facility and approaching groups of student elsewhere. This becomes a very viable product. What you are attempting to do is to reach as many students as possible: 1) to help them, 2) to inform them of your facility, and 3) back to the old politics again; to let everybody know that you are there, that you are doing something. Outreach programming may be done in dormitories, fraternities, sororities or with intact groups. Intact groups tend to be the most over-looked source of clientele. The intact groups are those that meet on a semi-regular basis for social or curriculum development. They can be found in many directories of student organizations within your campus. A letter addressed to the president or vice-president of the organization defining what it is you have to offer will tend to open the doors for outreach

programs.

Probably one of the more difficult aspects of working in a center on a day to day basis is to provide awareness of your facility. I have subjectively grouped these into two main categories: Direct and Indirect. Let's look at the direct awareness procedures first. Direct awareness is focused upon students and faculty. By students, I can mean the fraternities, the sororities, the curriculum clubs, the religious groups, dormitories, resident advising, head resident advising, faculty or deans, your career advisors, academic advisors, department heads, general faculty and again, one over-looked possibility, provide programs for your faculty. Awareness is the aspect of advertising what it is you do well. The direct awareness is directed to your students and faculty. Indirect awarenesses are procudures to advertise your efforts of service and programming on a very short-term or a long-term basis. Short-term awareness would be related to advertising programs that will occur during your quarter or your semester, etc. Short-term awareness could be directed at the college newsletter, if there is one. If there is not one, why not start one or do a general faculty mail-out. Tent cards. We use tent cards in the dining halls. Tent cards are just what they say they are, cards shaped like a small pup tent - general advertising of the Counseling Services on one side, the other side is left blank. Programming that will be occuring is duplicated onto the blank side of the tent card and set up in the dining halls for the students to see while they enjoy those very nutritious dining hall meals. Long-term awareness activities are those which provide

students and faculty with very general types of information about your facility. These could be in the form of brochures, calendars, spot radio announcements, tent cards again, or posters. Awareness is an important and critical issue if you are to be a viable aspect within your institution. Awareness provides you with the programming support and the service orientation that you so much need and as well as providing the political arena with needed information as to what it is you are doing.

Part II

The insurmountable task of nurturing a lab from paper to full operation is an awesome task. Any of Murphy's Laws tend to haunt you on a day to day basis. The format of your lab design will dictate its success or failure.

The lab is more than a structure; more than a vehicle for professional growth, and more than a requirement of the Vocational Rehabilitation Act of 1973. The lab is to operate based upon the need of the student clientele. Therefore, student need and suspect student needs provide a framework for the organization of a service-oriented facility.

There are basic components of the day to day existence which pump the livelihood into your facility. Publicity, programming, staffing, service and awareness tend to create the atmosphere for a successful learning situation. This presentation is by no means the perfect model. This presentation is designed to provide you with a baseline and hopefully a facility description which may change year to year and sometimes quarter by quarter.

Smith, Enright, and Devirian indicated that basic skill programs were quite the vogue on college campuses during the early '70's. By 1974, 515 programs were either existing or being planned. Undoubtedly, this number has increased. The concern which faces all of us is the directions these planned programs may take. It is very easy to pump funds into facilities to purchase AV materials, new carpeting, thermal drapes, programmed texts, and fresh, bright colored paper.

The goals and objectives of thought out programs will remain with us for

a long time. Whether we like it or not, appropriated funds will be shrinking in direct relation to the college enrollment. Lab facilities which purchase materials and equipment today must live and utilize these tomorrow. Retention of existing students is the password for survival of your facility. Many of us still believe "materials make the facility." This thinking concept will destroy your facility in the long-run. The educational community cannot identify with a facility utilizing hardware alone to ensure student progress. Personal involvement supplemented by appropriate materials is much more functional and beneficial.

Appendix 1.0 provides a format for materials research selection. It by no means is complete, but it may provide you with a starting point. Researching appropriate materials can be a time-consuming and frustrating procedure, but the end result will be worth it. It may be extremely useful to develop a similar "Materials Decision-Making Procedure Form" as found in Appendix 1.1. This check sheet may provide you with a systematic program that meets student needs and program needs. The purpose of this form is to provide you with a constructive plan for material purchase and an organized inventory control. Many administrators prefer to know why you are considering "X" materials; how you decided that; how much it costs; how much it will cost to maintain, and can we use it again. Perhaps this form will provide you and your administrator a needed guide.

Once the materials have been selected they will fall within one of two very broad categories, individual or group. It is fairly simple to arrange programs in these two categories and it is much easier for students and

faculty to digest. Individual programs are those to which a student may be referred by faculty; self-referred, or referred by a member of your staff. Group programs will derive your student clientele from the same source, but the differences are that individual programs will be more specific to student need; while the group programs may be more global in nature. (Refer to Appendix 1.2)

The design of your facility should be flexible enough to permit the flow of students from one of these very broad categories to another. An example may be: "You are presenting a seminar or workshop on time management. The students who are referred or self-referred may require specific assistance on this topic in relation to their own given situations. Flexibility dictates that you should make an attempt to arrange a time where you and the individual student may begin working with the student's own needs." The converse of this example, then, is also true, that individual students with whom you are working may be referred and benefit from group programs based upon interest and need.

Appendix 1.1

MATERIALS DECISION MAKING PROCEDURE

Name of Material _____

Company _____ Cost _____

Skill(s) Topic(s) of Material _____

_____

_____

Preliminaries (to be completed by purchaser):

Have arranged for materials preview:	____Yes	____No	____NA
Have contacted other centers:	____Yes	____No	____NA
Material is reusable:	____Yes	____No	____NA
Replacement parts available:	____Yes	____No	____NA
Reoccuring need fulfilled:	____Yes	____No	____NA
Contacted faculty to review material:	____Yes	____No	____NA
Material is supplemental:	____Yes	____No	____NA

Student (to be completed by student):

Can be used individually:	____Yes	____No	____NA
Directions clear and concise:	____Yes	____No	____NA
Student input requested:	____Yes	____No	____NA

Student Comments: _____

_____

_____

Reactions(to be completed by purchaser):

Concerns/Questions: _____

_____

Positive Viewpoints: _____

_____

Check (✓) one:

Should Purchase_____; Should not Purchase_____; Contact sales representative

A READING AND STUDY SKILLS LAB SELF-ANALYSIS

R. L. Shelton
Virginia Tech
222 Patton Hall
Blacksburg, VA 24061

A Reading and Study Skills Lab Evaluation Form

Part I: The Physical Facility

a. Approximate square footage: _____
b. Seating capacity for _____ students.
c. Number of tables (work area) _____
d. Number of student desks _____
e. Rate each of the following from 1-5, with 1 being the lowest rating:

Lighting within the lab 1___2___3___4___5
Ventilation within the lab 1___2___3___4___5
Distractibility (location) 1___2___3___4___5
Aesthetics (carpet, drapes) 1___2___3___4___5

Part II: Facility Content

Please complete the chart by placing a check (✓) under the appropriate heading(s). It is possible to check every item. If an item does not apply to your given situation, please leave it blank.

	Reading Programs	Study Skill Programs	Academic Programs
1. Programs are self-paced			
2. Programs are remedial in nature			
3. Programs deal with academic content			
4. Programs are teacher-made			
5. Programs are a commercial product			
6. Book/tape combinations			
7. Books only			
8. Tapes only			
9. Slide/sound combinations			
10. Handouts only			
11. Materials are fairly old			
12. Materials appear to be continually updated			
13. Purely informational			
14. "Borrowed"			
15. Record keeping on student progress			
16. Student follow-up			
17. Other			

Part III: Supplemental Services

Complete the chart below as you did in Part II by placing a check (✓) on those items which apply to your facility.

	Reading	Study Skills	Academic Programs
1. Classes are conducted			
2. Class credit is provided			
3. A fee is charged			
4. Seminars are held			
5. Workshops are conducted			
6. Tutoring is provided			
7. Peer training			
8. Programs for faculty			
9. Group testing			
10. Individual testing			
11. Record Keeping on student progress			
12. Student follow-up			
13. Other			

Part IV: Awareness Effort

Place a check (✓) on the items which apply to your advertising effort of your facility programs.

	Reading	Study Skills	Academic Programs
1. College newspaper			
2. College radio station			
3. Community newspaper			
4. Community radio station			
5. Faculty newsletters, bulletins, etc.			
6. General faculty mailings			
7. Brochures			
8. Posters			
9. Flyers			
10. General student mailings			
11. Mailings to deans			
12. Mailings to department heads			

Part V: Student Participation

Place a check (✓) on the items which apply to how your students receive the services you have to offer.

	Reading	Study Skills	Academic Programs
1. Self-referral			
2. Faculty referral			
3. Referred by a Peer			
4. In-house referral			

Part VI: Summary

Based on your responses of the previous sections, what areas do you feel more emphasis should be placed.

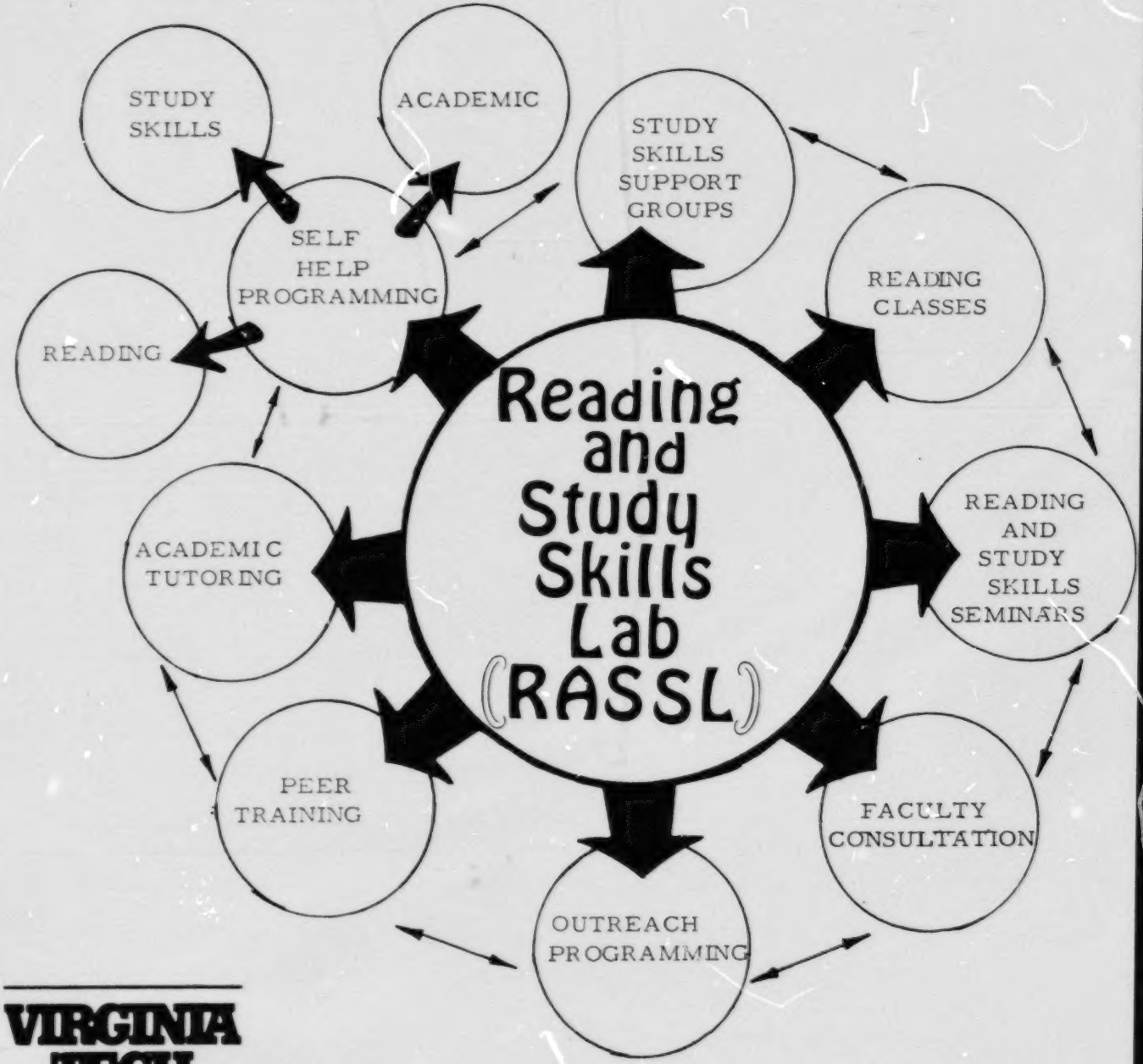
1.

2.

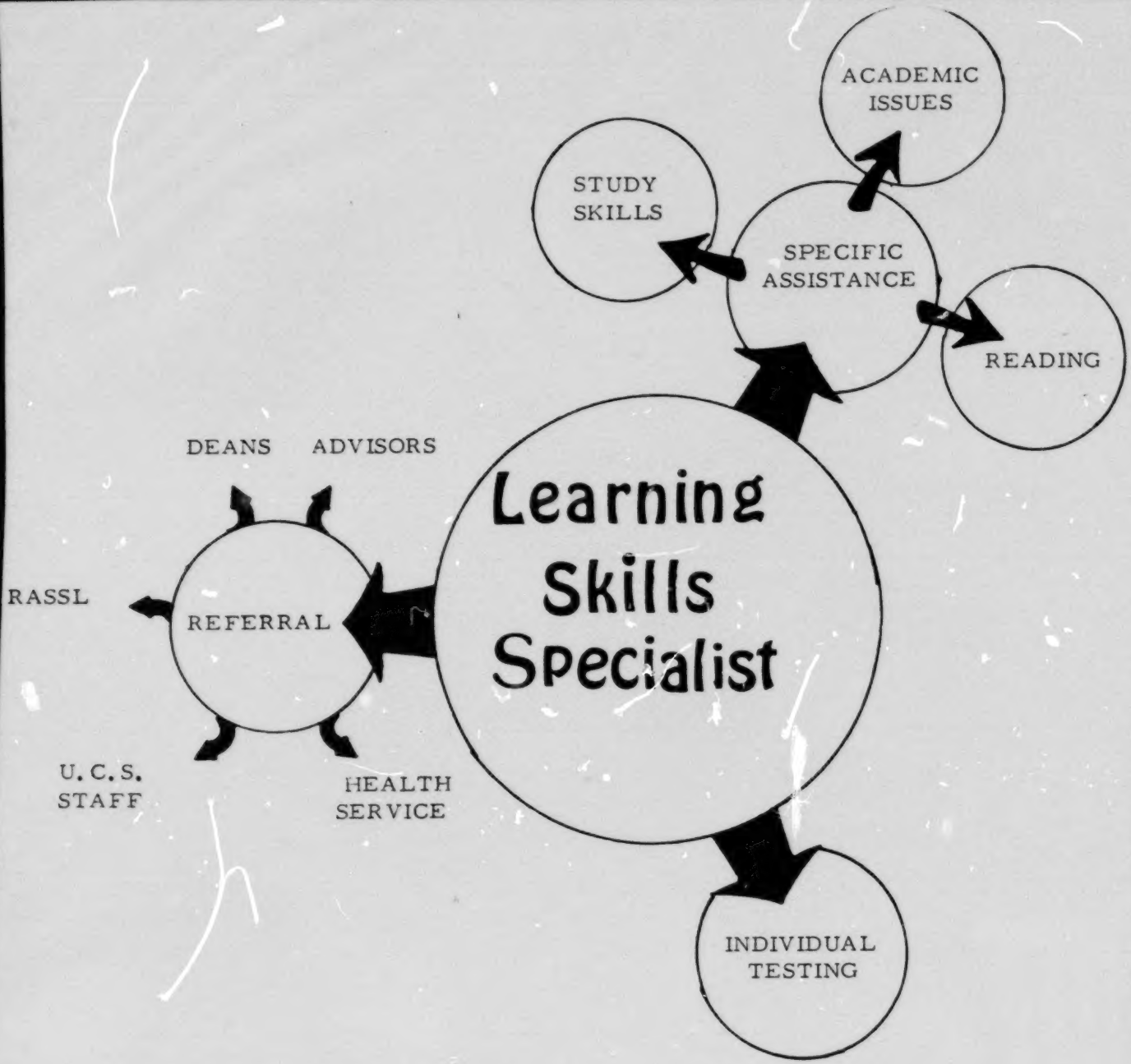
3.

4.

5.



VIRGINIA TECH


ACADEMIC ISSUES
STUDY SKILLS
SPECIFIC ASSISTANCE
READING
DEANS
ADVISORS
Learning Skills Specialist
RASSL
REFERRAL
U.C.S. STAFF
HEALTH SERVICE
INDIVIDUAL TESTING

A COMPENDIUM OF RESOURCES FOR COLLEGE AGE REMEDIAL/DEVELOPMENTAL STUDENTS

Richard Shelton
University Counseling Services
Virginia Tech

The purpose of this resource is to provide a beginning. It is by no means a "complete" source of material for college age remedial/developmental students. Perhaps over time, you may supplement this source with additional listings.

Materials are an essential aspect in working with students, but only a teacher/instructor can determine the worth of such materials. Careful scrutiny of materials is important in working with "your students" in "your educational setting" based upon "your students' needs."

This resource was compiled in February, 1980, and will require periodic revisions.

Academic Therapy Publications
28 Commercial Boulevard
Novato, CA 94947

Emphasis: Language Arts, Remedial Aids, Professional Books, Tests, Teaching Aids, and Mathematics programs.

Price Range: $2.00 to $175.00

Minimum Order: Under $10.00 add $1.00 and must be prepaid.

Phone Number: None listed.

Adult Education Association of the USA
810 Eighteenth Street, N.W.
Washington, DC 20006

Emphasis: Members receive reduced annual conference fees, Adult Education, published quarterly, Lifelong Learning: The Adult Years, published monthly except July and August, and commissions and special interest sections.

Price Range: $14.00 to $150.00 depending on type of membership desired.

Phone Number: 202-347-9574

American Guidance Service
Publichers' Building
Circle Pines, Minnesota 55014

Emphasis: Instructional programs, tests and educational materials from infancy through adulthood.

Price Range: $2.00 to $300.00

Minimum Order: None

Phone Number: 612-786-4343

American Personnel and Guidance Association
1607 New Hampshire Avenue, NW
Washington, DC 20009

Emphasis: Periodicals, films, books and cassette tapes for personnel and guidance work at all educational levels.

Price Range: $3.00 to $400.00

Minimum Order: None

Phone Number: 202-483-4633

Arco Publishing Company, Inc.
219 Park Avenue, South
New York, NY 10003

Emphasis: Books for exam preparation (LSAT, GMAT, MCAT) and on many other varied subjects.

Price Range: $1.00 to $25.00

Minimum Order: $24.00

Phone Number: None listed.

Audiotronics
P.O. Box 997
N. Hollywood, CA 91609

Emphasis: Tutorette Audiocard Programs in Reading, Phonics, Spelling, Math, Science, English, etc. Levels include PreK-Adults and Special Education. Also tutorette audio-card readers.

Price Range: $5.00 to $200.00

Minimum Order: None

Phone Number: 213-765-2645

Audiotronics
P. O. Box 3997
North Hollywood, CA 91609

Emphasis: Record players, cassette recorders, headphones and audio accessories.

Price Range: $3.00 to $300.00

Minimum Order: None

Phone Number: 213-765-2645

Automated Learning, Inc.
1275 Bloomfield Avenue
Fairfield, NJ 00706

Emphasis: Instant Learning cassette programs. Self-improvement, speedreading, and college level subjects.

Price Range: $15.00 and up
Minimum Order: None
Phone Number: 201-575-8394

Baldridge Reading Instruction Materials
Fourteen Grigg Street, Box 439
Greenwich, CT 06830

Emphasis: Reading and Study Skills, Social Science, Math, Foreign Languages, English Literature and other subjects. All materials are book form.

Price Range: $2.00 to $35.00

Minimum Order: None

Phone Number: 202-869-4987

Barnell Loft, Ltd.
958 Church Street
Baldwin, NY 11510

Emphasis: Programs designed to help develop reading skills, and specific skills. Levels from Kindergarten through twelfth grade.

Price Range: $1.00 to $500.00

Minimum Order: None

Phone Number 516-868-6064

Bobbs-Merrill Educational Publishing
4300 West 62nd Street
Indianapolis, IN 46206

Emphasis: Books and educational materials covering a broad spectrum of Communications and Humanities. For teachers.

Price Range: $2.00 to $15.00

Minimum Order: None

Phone Number: 317-291-3100

Cambridge
The Basic Skills Company
A New York Times Company
888 Seventh Avenue
New York, NY 10019

Emphasis: Video, Audio and Printed programs including Reading, English, Math, and Psychology. Ability levels range from lower high school to college.

Price Range: 50¢ to $4,500.00 for videotape sets.

Minimum Order: None

Phone Number: 800-221-4600

The Center for Humanities, Inc.
Communications Park, Box 100
White Plains, NY 10602

Emphasis: Sound-slide programs from grammar, reading and writing skills to Humanities and Art appreciation.

Price Range: $50.00 to $900.00

Minimum Order None

Phone Number: 800-431-1242

College Skills Center
101 West 31st Street
New York, NY 10001

Emphasis: Educational materials for teachers to conduct reading programs or work in specific areas of writing, study skills, etc. Levels include 4th grade to graduate students.

Price Range: $2.00 to $120.00

Minimum Order: None

Phone Number: 212-244-1620

Center for Personalized Instruction
Georgetown University
Washington, DC

Emphasis: Information on Personalized Instruction. Also, the Journal of Personalized Instruction of all known published works in the area. Also provides workshops, seminars and consulting services.

Price Range: None given

Minimum Order: None

Phone Number: 202-625-3176

To order issues of JPI you can write to its publisher directly:

University Publications of America, Inc.
5630 Connecticut Avenue, NW
Washington, DC 20015
202-362-6201

For information on workshops, seminars or consulting services:

Dr. Robert S. Ruskin, Director
Center for Personalized Instruction
29 Loyola Hall
Georgetown University
Washington, DC 20057

Communacad
Bos 541, Dept. PR
Wilton, CT 06897

Emphasis: Multimedia vocabulary programs for all levels includes filmstrips, cassettes and manuals.

Price Range: $2.00 to $104.00

Minimum Order: None

Phone Number: None listed.

Coronet
The Multimedia Company
65 East South Water Street
Chicago, IL 60601

Emphasis: Multimedia kits, sound filmstrips, audio cassettes, minisystems, 8mm film loops and study prints on language arts, social studies, science, life skills and others. K-12 levels.

Price Range: $6.00 to $200.00

Minimum Order: None

Phone Number: Toll free 800-621-2131

Counsil for Basic Education
725 15th Street, NW
Washington, DC 20005

Emphasis: As a member you will receive Basic Educaton issued 10 times a year, Occasional Papers issued from time to time on topics in education and also the opportunity to attend CBE's annual meeting, public debates and other Council-sponsored events.

Price Range: $15.00 to enroll.

Phone Number: 202-347-4171

Curriculum Associates, Inc.
5 Esquire Road
North Billerica, MA 01862

Emphasis: Inventory of Essential Skills designed primarily for use in secondary programs serving students with special needs. Basic academic skills and applied skills are included.

Price Range: $6.95 to $115.00

Minimum Order: None

Phone Number: 800-225-1048

Demco
Box 6488
Madison, WI 53707

Emphasis: Perma-bound books, levels range from grade 4 to mature and professional readers.

Price Range: $3.00 for individual sets to $280.00 for sets.

Minimum Order: Less than $25.00 must be prepaid.

Phone Number: 608-241-1201

Developmental Reading Distributors
1944 Sheridan Avenue
Laramie, WY 82070

Emphasis: Reading efficiency books, reading efficiency tests, reading pacing tapes and effective study skills materials.

Price Range: $3.00 to $30.00

Minimum Order: None

Phone Number: 307-745-9027

Educational Development Laboratories (EDL)

Emphasis: Language Arts and Mathematics instructional materials for grades K-14. Also, controlled reader instruments, screens, headphones. Materials are book, cassette and filmstrip form.

Price Range: $2.00 to $2,070.00

Minimum Order: None

Phone Number: John L. Glisson, Inc.
Audio-Visual Distributor
819 West Broad Street
Richmond, VA 23220
804-353-3518

Educulture
2460 Kerper Boulevard
Dubuque, IA 52001

Emphasis: Audio-tutorial programs in Basic Academic Skills, English, Math, Behavorial Sciences, Allied Health Sciences, and Business. Programs include tapes with accompanying booklets.

Price Range: $3.00 to $500.00

Minimum Order: $3.95

Phone Number: 319-589-2879 (collect)

Essay Press
P. O. Box 2323
La Jolla, CA 92037

Emphasis: Diagnostic reading tests and auditory blending tests to accurately assess a child's needs.

Price Range: $4.00 to $7.50

Minimum Order: None

Phone Number: None listed.

Films Incorporated
Moviestrip Division
1144 Wilmette Avenuer
Wilmette, IL 60091

Emphasis: Moviestrip Kits - sound filmstrip made from a major motion picture by condensing the original sound track and combining it with still frames selected from the movie. Kits contain 2 color filmstrips with cassettes, Teacher's Guide and related paperback.

Price Range: $20.00 to $125.00

Minimum Order: $15.00

Phone Number: 800-225-3356 (Lavona Potter)

The General Educational Development Institute
1600 North 49th
Seattle, WA 98103

Emphasis: Reading skills books, The Adult Learner (newspaper), and GED preparation materials.

Price Range: $3.00 to $8.00

Minimum Order: None

Phone Number: None listed.

Globe Book Company, Inc.
175 Fifth Avenue
New York, NY 10010

Emphasis: Textbooks, Tapes, and filmstrip series in the areas of language arts, science, health and guidance, social studies and mathematics. Created for junior and high school level.

Price Range: $1.00 to $130.00

Minimum Order: None

Phone Number: None listed.

Guidance Associates
Communications Park
Box 300
White Plains, NY 10602

Emphasis: Sound-filmstrip programs for colleges and junior colleges.

Price Range: $40.00 to $500.00

Minimum Order: None

Phone Number: 800-431-1242

Guidance Associates of Delaware, Inc.
1526 Gilpin Avenue
Wilmington, Delaware 19806

Emphasis: Tests designed to diagnose learning disabilities

Price Range: None given.

Minimum Order: None

Phone Number: 302-652-4990
302-658-4184

H.P. Kopplemann, Inc.
P. O. Box 145, Dept. 11
Hartford, CT 06101

Emphasis: Paperback book service. Over 25,000 titles in stock.

Price Range: None listed.

Minimum Order: None

Phone Number: 203-549-6210

Harcourt Brace Jovanovich, Inc.
1372 Peachtree Street, NE
Atlanta, GA 30309

Emphasis: College textbooks. Paperbound spiralbound, records and slides.

Price Range: $5.00 to $100.00

Minimum Order: None

Phone Number: None listed.

HEATH Resource Center
One Dupont Circle, Suite 780
Washington, DC 20036

Emphasis: A clearinghouse for information exchange on the handicapped in higher education. The center responds to telephone inquiries or written requests for information without charge.

Phone: The HEATH hot line is open Tuesdays, Wednesdays, and Fridays between 1:00 p.m. and 5:00 p.m. The number is 202-293-6447.

Imperial International Learning
P. O. Box 548
Kankakee, IL 60901

Emphasis: Instructional materials for K-8th grade. Audio-visual materials and books.

Price Range: $8.00 to $400.00

Minimum Order: None

Phone Number: 815-933-7735

Jabberwocky
4 Commercial Blvd.
Novato, CA 94947

Emphasis: The Hobbit and The Lord of the Rings dramatized on cassettes with Read-Along Booklets for grades 5-12.

Price Range: $65.00 to $180.00

Minimum Order: None

Phone Number: Toll free 800-227-2020

Jamestown Publishers
P. O. Box 6743
Providence, RI 02940

Emphasis: Books, booklets and cassettes for improving reading and study skills. Levels include elementary and middle school students, high school, community colleges, college and adult students.

Price Range: $1.50 to $150.00

Minimum Order: $15.00

Phone Number: 401-351-1915

Kendall/Hunt Publishing Company
2460 Kerper Boulevard
Dubuque, IA 52001

Emphasis: Series of informal inventories to assess reading, reading skills and strategies used to process print. For use from kindergarten through secondary school.

Price Range: $6.00 to $8.00

Minimum Order: None

Phone Number: None listed.

Kent State University
Film Rental Center
Audio Visual Services
Kent, OH 44242

Emphasis: Reel-to-reel films on many subject areas. For classroom or seminar use.

Price Range: $6.50 to $22.00 (rental rate for one to five days)

Minimum Order: None

Phone Number: 216-672-3456

Learning Arts
P. O. Box 179
Wichita, Kansas 67201

Emphasis: Secondary, vocational, college educational audiovisual materials. Appropriate levels identified.

Price Range: $7.50 and up

Minimum Order: $15.00

Phone Number: 316-682-6594 (no collect calls)

Learning Systems Company
1818 Ridge Road
Homewood, IL 60430

Emphasis: PLAIDS (Programmed Learning Aids) are a versatile and easy way to study in the areas of business, mathematics, and the social and environmental sciences. Each volume has been written by an authority in the field. They contain short, clearly written chapters which include programmed questions and answers so that the reader receives correction and reinforcement throughout each chapter.

Price Range: $3.95 to $5.95

Minimum Order: None Phone Number: 312-798-6000

Longwood Division
Allyn and Bacon, Inc.
Link Drive
Rockleigh, NJ 07647

Emphasis: Two book package exploring causes, diagnosis and remediation of reading disabilities. For teachers.

Price Range: $14.00 to $20.00

Minimum Order: None

Phone Number: None listed.

The Media Guild
P. O. Box 881
Solana Beach, CA 92075

Emphasis: Reel-to-reel films on many subject areas. For classroom and seminar use.

Price Range: Purchase prices range from $105.00 to $500.00. Rental rates range from $10.00 to $50.00 (for three days)

Minimum Order: None

Phone Number: 714-755-9191 (Eloise Comer or Leslie Fadden)

New Readers Press, Dept. 35
Box 131
Syracuse, NY 13210

Emphasis: Easy-reading, pocket-size, illustrated paperbacks (Practical Communications Skills, Language Arts, Creative Writing, etc.)

Price Range: 50¢ to $10.00

Minimum Order: Less than $5.00 must be prepaid.

Phone Number: None listed.

Pendulum Press, Inc.
The Academic Building
Saw Mill Road
West Haven, CT 06516

Emphasis: Paperback and Hardcover books, filmstrips, individual read-along programs, and cassettes illustrating the classics.

Price Range: $1.50 to $550.00

Minimum Order: None

Phone Number: None listed.

Pocket Books
School and College Division
630 Fifth Avenue
New York, NY 10020

Emphasis: Books including modern novels and TV tie-ins. Mostly suited for high school students.

Price Range: 75¢ to $2.00

Minimum Order: None

Phone Number: None listed.

The Psychological Corporation
1372 Peachtree Street, NE
Atlanta, GA 30309

Emphasis: Aptitude tests, achievement tests, mental ability tests, clinical tests, personality inventories and books.

Price Range: $5.00 to $130.00

Minimum Order: None

Phone Number: 404-892-3700

Reader's Digest Services, Inc.
Educational Division
Pleasantville, NY 10570

Emphasis: Reading programs designed to teach reading skills to the below-level junior and senior high reader and also programs for K-9+ levels. Audio-visual materials.

Price Range: $2.00 to $500.00

Minimum Order: None

Phone Number: 919-782-2847

The Reading Laboratory, Inc.
P. O. Box 681
S. Norwalk, CT 06854

Emphasis: Independent vocabulary development skills with filmstrips, cassettes, student workbooks, and teacher's manuals. Grades 6-college.

Price Range: $50.00 to $200.00

Minimum Order: None

Phone Number: None listed.

Regents Publishing Company, Inc.
Two Park Avenue
New York, NY 10016

Emphasis: Books and tapes on various aspects of English (Grammar, Composition, Classics, etc.)

Price Range: $2.00 to $90.00 (77)

Minimum Order: None

Phone Number: None Listed.

Scholastic's Reader's Choice
904 Sylvan Avenue, Box 2002
Englewood Cliffs, NJ 07632

Emphasis: Paperback books, Grades K-12.

Price Range: 95¢ for individual books to $108.00 for sets.

Minimum Order: Less than $10.00 must be prepaid.

Phone Number: 800-631-1575 (Chris Coleman)

Science Research Associates, Inc.
155 North Wacker Drive
Chicago, IL 60606

Emphasis: Skills improvement kits and texts; hardware, test inventories. Included are reading, vocabulary/spelling, mathematics and social studies.

Price Range: $2.00 to $200.00

Minimum Order: None

Phone Number: 800-621-6468 (toll-free)

Area Contact: Joseph Ferguson
3014 Golf Colony Drive
Salem, VA 24153 703-389-8506

Sheldon N. Rose Educational Center, Inc.
1574 Ives Dairy Road
North Miami Beach, FL 33179

Emphasis: Three complete videotape programs for the MCAT, the DAT and the OCAT. Test preparation programs, language, business education programs and music instructional programs.

Price Range: Can only be rented. 3 mths.-$1,000.00, 12 mths.-$2,000.00.

Minimum Order: 3 mths. rent

Phone Number: None listed.

Spectrum Educational Media
P. O. Box 611E
Mattoon, IL 61938

Emphasis: Filmstrips and cassette programs. Levels 7 - College.

Price Range: $18.00 to $55.00

Minimum Order: None

Phone Number: None listed.

Sundance Paperback Distributors
Newtown Rd., Dept. E
Littleton, MA 01460

Emphasis: Classroom paperback libraries for grades K-12.

Price Range: $22.00 to $86.00

Minimum Order: Payment or purchase order must accompany order.

Phone Number: 617-486-9201

Steck-Vaughn Company
P. O. Box 2028
Austin, TX 78768

Emphasis: Language Arts, Math, Health, Science and Adult Education Programs. All books.

Price Range: $2.00 to $120.00

Minimum Order: Less than $5.00 must be prepaid.

Phone Number: None listed.

Teachers College Press
1234 Amsterdam Avenue
New York, NY 10027

Emphasis: Tests, classroom materials and professional books. Grades 1-12.

Price Range: $3.00 to $25.00 (77)

Minimum Order: None

Phone Number: 212-678-3932

Totaltape, Inc.
1505 NW 16th Avenue
Gainesville, FL 32605

Emphasis: LSAT cassette home study program and workbooks.

Price Range: $15.00 to $100.00

Minimum Order: None

Phone Number: 1-800-874-7599

UNIVERSITY OF CALIFORNIA
ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES
96 POWELL LIBRARY BUILDING
LOS ANGELES, CALIFORNIA 90024

MAY 8 1981

Winthrop Publishers, Inc.
Sara Black, Dept. ED80
Cambridge, MA 02138

Emphasis: Texts for teachers including The English Teacher's Handbook, How Language Works and Teaching English As a Second Language: Techniques and Procedures.

Price Range: $8.00 to $15.00

Minimum Order: None

Phone Number: None listed.